

Chapter Two

Literature Review

This chapter provides the reviews on literature related to the implementation of extensive reading program. The discussions in the literature review include several important points. This chapter discusses the definition of extensive reading along with the characteristics and reading materials of extensive reading. This chapter also presents the benefits and challenges of extensive reading. Finally, it also explores the related studies on the implementation of extensive reading programs in other EFL countries.

Perception

The word ‘perception’ is often defined as the human perspective on something from their point of view. Wang (2007) defined perception as the interpretation of internal cognitive information which is processed by the brain’s internal cognitive at the subconscious function. Meanwhile, Efron (1969) stated that perception represents awareness on subject. It is also stated that the concept of perception is a result from stimulus that require someone or something to be directly aware of the subject. To sum up, perception is a process of the brain which sees or interprets information from various aspects.

Extensive Reading

Extensive reading can be defined in many point of views. Extensive reading can be defined as “an approach to language teaching by learners doing a lot of reading on easy materials in the new language” (Bamford & Day, 2004).

Extensive reading is sometimes referred to as a reading with pleasure and not under the pressure to read (Bamford & Day, 2004), or sustained silent reading (Krashen, as cited in Boakye, 2017). Savas (2012) defined extensive reading as a learning approach which allows students to read independently outside the classroom. According to Yamashita (2008), students have their own choices in selecting the materials in their reading. Extensive reading is when students read extensively, read easy materials, and enjoy their reading in order to build their reading speed and fluency (Extensive Reading Foundation, 2011). Based on the various definitions, it can be concluded that extensive reading is a learning approach which takes place when a learner chooses their own interest of materials, enjoys the reading, feels no pressure, and reads wherever and whenever he or she wants.

Before planning the program, there are some important terms that should be considered in conducting an extensive reading program. There are ten principles in teaching extensive reading purposed by Bamford and Day (2004). The ten principles are categorized into some aspects (Mori, 2015). Principles 1, 2, and 3 require students to freely choose the easy and a wide range of available materials. Other than that, extensive reading allows students to read in large quantities (principle 4), to read for pleasure (principle 5), to read for reading in its joy (principle 6), to read at a faster speed (principle 7), to read in silence and individually (principle 8), and to read with the teacher as the guide and the role model in reading (principles 9 and 10).

Extensive reading has a main goal that is to build a learner's skill in reading rather than reading to master the context of the book (Extensive Reading Foundation, 2011). One way to improve EFL students' reading skill is to read extensively (Weatherford & Campbell, 2015). Banno and Kuroe (2015) stated that extensive reading is conducted in order to develop students' fluency in reading. Similarly, Yoshida (2015) said that reading extensively affects students' interest in reading. Furthermore, the ultimate goal of extensive reading is to build students' skills in reading which are reading fluency, reading speed, and a reading habit.

In an extensive reading program, students usually choose the stories by themselves. This notion requires students to realize their reading level so that they could choose the materials based on their own interests. According to Yamashita (2008), a part for measuring rate in extensive reading should take account at the students' level of reading. Thus, besides the students freely picking their reading materials, teachers must know about the students' level of reading to enable them to provide reading materials based on the students' level of reading.

High-interest books chosen by teachers which are on the simple basis, they are very likely to capture the students' interest. Romance, fantasy, science-fiction, adventure, etc are the examples of high-interest books. Haider and Akhter (2012) suggested that as long as the learners enjoy the reading materials along with the activities, it will give positive effects and significant results. Extensive Reading Foundation (2011) introduced graded readers as the term for books used in building learners' reading skills extensively and allows them to read in pleasure.

In addition, the content of graded readers of extensive reading is widely available for students to choose from based on their interest and proficiency levels.

Students' Benefits of Joining Extensive Reading Program

A number of benefits experienced by the students are shown through joining an extensive reading program. Extensive reading has many benefits including improvement of learners' reading fluency. Therefore, extensive reading can be beneficial for affective, social, and cognitive developments.

Affective benefits. Extensive reading is being practiced in many English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms as an effective way in developing learners' reading as well as other related skills. The effect is that the students attain many affective benefits through extensive reading. Self-confidence in reading is one of the affective benefits. According to Safaeia and Bulca (2013) and Yoshida (2015), extensive reading allows students to develop their self-confidence in their target language. By using the instruments of extensive reading, learners' confidence in learning can be developed during the process. Arnold (2009) has also found that through extensive reading, the awareness of students in their daily and love in reading may improve their confidence and motivation in reading. Therefore, when the students read independently, they increase their confidence in reading, resulting to the goal in the reading itself.

Another affective benefit is that it increases students' habit in reading. Improvement in learners' reading habit is the result of extensive reading (Boakye, 2017). This study has found that extensive reading engaged learners to love to

read and enjoy their reading, as well as develop positive reading habits. It is possible for a positive attitude towards reading to create more reading interest and give the readers benefits for themselves (Quadir & Chen, 2015). Their study demonstrated that the level of reading has a big role in predicting individuals' level of learning effectiveness. Someone who likes to read tend to achieve higher learning effectiveness than those who lacks in reading. Thus, it is suggested for EFL learners who want to improve their reading habits in English to choose short yet interesting texts which can help them build positive attitudes in reading.

Extensive reading increases students' attitude in reading. Reading habits are individuals' attitude towards reading and their behavior influences the frequency and regularity of reading (Quadir & Chen, 2015). Therefore, if a person has a good reading habit then a positive attitude towards reading will lie upon it. Boakye (2017) claimed that students increase their reading attitude, reading motivation, and reading for pleasure outside classroom by joining extensive reading programs. Similar with Boakye, Chen, Chen, Chen, and Wey (2013) said that "extensive reading can enhance the reading attitude of L2 students immensely." Furthermore, through extensive reading programs, students can improve their motivation and attitude in reading to increase their reading habit.

Social benefits. Joining extensive reading programs also affects the social aspect of the students. The social benefits can be shown when a student reacts to his or her reading environment to other readers. Kirchhoff (2015) found in a research that extensive reading triggers students to practice talking with their friends through sharing their ideas about the books. This research also revealed

that students gain friends from the program. Therefore, when a student is given an opportunity to talk to others, it can lead to other positive effects. In line with this notion, Jacobs and Renandya (2015) explained that students are given a chance to learn with others through extensive reading programs. In addition, extensive reading programs allow students to interact with their friends and share their thoughts to practice their community skills.

Cognitive benefits. The benefit of extensive reading is not only in the aspect of social development but also in the in cognitive aspects. The meaning of cognitive here is limited to learners' cognition which is related to knowledge including the content and linguistics for new language learners (Ellis, 2005). That is why one of the benefits of reading extensively is that it leads up to intensive reading. According to Iwahori (2008), students can increase their reading fluency and reading speed through extensive reading. When students often read extensive amount of texts, reading speed is needed and thus it is what makes students' reading fluency increase. Similarly, Banno and Kuroe (2015) wrote that the common features of fluency are reading speed, accuracy, and expressions. Boakye (2017) described that extensive reading effectively helps learners to improve their ability to comprehend what is in the text. Thus, extensive reading helps students to increase their reading fluency.

Extensive reading helps learners to improve their vocabulary mastery and structure. Banno and Kuroe (2015) claimed that the result of their study which concerns extensive reading is that students show their interest in reading then they can learn new words and practice grammar. Fourault (2015) also stated that one of

the influences of extensive reading is a wide range of linguistic and grammatical knowledge through a repetition of the same word that has several meanings and put in different sentences. It has been shown by Yamashita (2008) that extensive reading improves students' comprehension and vocabulary because they have a chance to gain exposure and have meaningful reading materials. When students face the same words at a time, they gain the opportunity to enrich their sight of vocabulary. Therefore, it is intended that an implementation of extensive reading program develops knowledge of vocabulary and structure.

Extensive reading increases students' writing comprehension. Savas (2012) stated in his study that when students can transfer skills acquired in extensive reading, it can affect their language skills such as writing. Transfer skill that students attain from extensive reading can build their writing skills and vocabulary development (Day & Bamford, 2009). In line with them, Yamashita (2008) found in a study of extensive reading program that students of extensive reading group have more control on their exposure to write in English. Furthermore, the more students read, the more input that they can get. Thus, extensive reading is an ideal way to get more input for learners which affects their output in writing.

Extensive reading improves students' creative practice. Safaeia and Bulca (2013) mentioned that "students agreed on the idea that their reading speed in reading increased through extensive reading, thus they had to finish the text and get prepared for creative practices." This study also found that when they read texts in a group and then share their idea and make a project idea for the group, it

will encourage them to contribute in the group. In addition, students can improve their creative practice through extensive reading.

To conclude, extensive reading plays an important role in developing students' ability in three aspects. These three aspects including affective, social, and cognitive benefits. The affective benefits appear in increasing students' self-confidence in reading, students' reading habit, and students' attitude in reading. Extensive reading gives students the social benefits which allow students to interact with their friends and thus give students the chance to practice community skills. The cognitive benefits lie upon in increasing students' reading fluency and reading speed, increasing vocabulary mastery and structure, increasing students' writing comprehension, and increasing students' creative practice.

Students' Challenges of Joining Extensive Reading Program

Many studies show the challenges of using extensive reading approach. A current study appeared that the difficulty of the amount of books influenced in a bad way of students' attitudes towards reading (Fourault, 2015). Ro (2016) stated in a study that some students do not like materials in the graded readers because they thought the books are too boring to be read. It is because teachers do not provide text materials in a wide range of numbers. Thus, teachers need to provide the right books fit with the level and background knowledge of the students.

Insufficient time is another lack of extensive reading. Observing benefits from extensive reading in a short time period is difficult, thus extensive reading is often excluded from the curriculum (He & Green, 2012). Pratontep and Chinwonno (2008) said that to observe the progress of results from reading

comprehension, the implementation of extensive reading should be longer than seven months. Resistance from teachers also comes in this field. According to Nakano (2015), it takes five hours or so in a week for English teachers to prepare the materials. Similarly, Safaeia and Bulca (2013) stated that “the major criticism in this regard was a lack of time for getting prepared for the creative practice.” Furthermore, setting up an extensive reading program needs enough time to prepare in hope to reach the goals of extensive reading.

The students’ language background may be a challenge for students in extensive reading. Archer (2012) found that the students’ L1 reading skills along with their learning background affects their behavior in reading. It was claimed in this study that the teachers must encourage students to improve their vocabulary skills in L2 and reading comprehension. In addition, it is believed that the language background of students detains them from implementing extensive reading programs.

Having no interest in reading can be resulted as a challenge in running an extensive reading program. Takase as cited in He and Green (2012) said that the readers who do not have the interest in reading is the third biggest concern in the term of extensive reading theorists. Some students do not like to share their feeling to others in the sharing session (Ro, 2016). It is stated in a study that it demotivated students who are not good in English speaking skills. Another thing which is found in this study is that extensive reading is too stressful for them and it makes them reluctant to participate in extensive reading program. Therefore, if

the students themselves have no interest in reading, then there is a struggle to encourage them to do so.

To sum up, an extensive reading program has its challenges in its implementation. Insufficient time is a lack in implementing an extensive reading program. Students' language background can also be the cause of challenge in extensive reading. Therefore, students' lack of interest in reading may cause another challenge in the implementation of extensive reading.

Review of Related Studies

The implementation of extensive reading program needs to be done carefully even when it takes time. Extensive reading program should have clear and well-organized purposes to conduct the program in the hope for students to know how important reading is. In addition, despite the common characteristics of the extensive reading, one of the ten characteristics is that "reading is individual and silent" (Bamford & Day, 2004). One program with another program has different characteristics and different context. A basic implementation of extensive reading is done by learners individually and only for themselves. Nowadays, the implementation of extensive reading program is popular to enhance the reading habit in EFL countries. Therefore, several studies are included in this section to review on the extensive reading program.

A study was done by Haider and Akhter (2012) to investigate a common extensive reading program in Bangladesh. The findings of this study are essentially qualitative. However, the data were gathered through a questionnaire with fourteen closed-ended and two open-ended questions. To introduce extensive

reading to the junior secondary EFL students of Bangladesh, they used a series of English storybooks titled 'Rapid Reader' which contains several different stories in simplified English. The purpose of the reading is mostly because the students read the books only to pass the exam. Another purpose stated by teachers is that the students want to attain pleasure in their reading. The students were divided into two or three small groups each class and only one group can visit the library once a week after the school. The program also included post-reading which required students to write a journal of their reading or present their thoughts on a book. However, it is found that there is only a small number of students who read the books with pleasure. They intended to read only because of passing the exams. The main problem faced in the program is that students did not fully finish the books; they were only concerned about the reading test. It is found in the study that the materials of the program were not in their interests.

A study on extensive reading program in Japan was conducted by Yoshida (2015). This study investigated an implementation of extensive reading program in Japanese EFL university students. The purpose of the study was to reveal the effect of extensive reading on three different levels of students. This study used a quantitative research approach. Questionnaire along with twenty-one items was used in this study to collect the data. The course required freshmen students who were enrolled in compulsory extensive reading classes taught by the author. The course required students to voluntarily participate in a 90 minutes a day in fifteen weeks by their preference of books. The program's requirements include a total of four English subjects weekly, journal report, and oral communication among the

participants. The study found that there are two significant aspects of the program, self-confidence and anxiety. The extensive reading program helps them to overcome their anxiety in reading. It also improves their confidence in reading English texts.

A qualitative research conducted by He and Green (2012) has shown the benefits and challenges of an extensive reading program in a Shanghai senior high school. This program was aimed to engage students in a large number of exposure. They found that through this program, students improved their reading interest and reading speed. Another aspect is that they increased their language proficiency. However, the challenges that was also found in this program was that this approach is not common for Chinese students. They are unwilling readers, the role of the teachers changes, the classroom behavior changes, and there is a pressure on the academic context.

A current study done by Nhapulo, Simon, and Herreweghe (2017) discussed about an extensive reading program implemented in a university in Mozambique, Africa. The purpose of the study was to investigate the feasibility of an extensive reading program in an EFL context and to find out the effects of extensive reading given to the reading in curriculum. The approach of this study is the mix both of qualitative and quantitative research. To gather the data, the researchers used reading comprehension survey, reading speed test, reading amount records, reading progress forms, and interview on students' opinion on their progress. The program was conducted in four months with thirty Journalism students as the learners in the program. The study resulted that through reading

extensively, students gained the reading results in their academic reading. Despite the gained result of the extensive reading, the students' motivation within the reading did not appear to increase.

The implementation of extensive reading program is popular to enhance the reading habit of students in EFL countries. One program with another has different characteristics and different contexts. This study which also took place in an EFL context is different from other studies. It can be seen from the focus of this study which is to investigate students' perceptions on the benefits and challenges of an extensive reading program. Other than that, even though this study took place in Indonesia, where it is an EFL country, the different participants of this study may have different characteristics from the ones in the previous studies. Furthermore, the program of extensive reading was conducted in university level. In addition, this study was a qualitative research with a method of interviewing participants to gather the data.

Conceptual Framework

The literature above shows that an extensive reading program has different characteristics. The main goal of extensive reading is to build a learner's skill in reading rather than reading to master the context of the book. Furthermore, before implementing an extensive reading program, teachers should consider important things to begin with. The top four characters of an extensive reading program are; the easy chosen reading materials, the large number availability of reading materials, allowing learners pick freely what they want to read in their texts, and allowing learners to read as much as possible. The related study above also gives

an indication that an extensive reading program gives both benefits and challenges for EFL students.

This research was done to investigate EFL students' perceptions on the benefits and challenges in joining Reading Date as an extensive reading program. The benefits were raised from students' activity in Reading Date. However, beside the benefits from joining the program, students also experienced challenges. Therefore, the researcher was curious to find out about the students' perception on the benefits and challenges on joining Reading Date. In addition, the data was compared with the literature reviews above and the related studies.

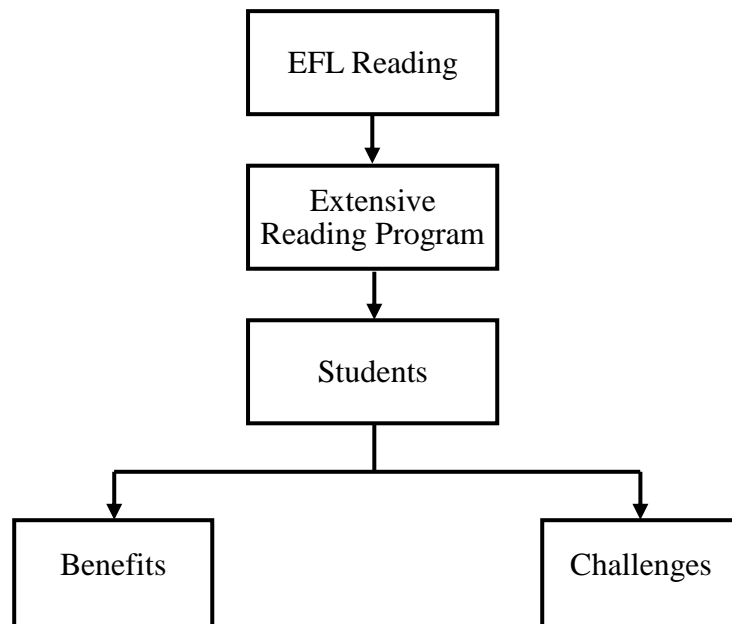


Figure 1. Conceptual framework